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OUR STATE NORMAL SCHOOLS.

SKETCH NO. V.—NEW YORK NORMAL COLLEGE.

Through the kindness of the enterprising publishing house of Ivison, Blakeman, Taylor & Co., of New York, in whose educational journal the cut in this issue first appeared, we are enabled to present our readers with an unusually faithful representation of what the new Normal College is to be when the building is completed and ready for occupation.

As to the early history of the College, President Hunter, in his last report, gives the following information:

FOUNDING THE NORMAL COLLEGE.

In conformity with the laws of the State of New York, empowering the Board of Education to establish an institution for females similar to the College of the City of New York, a series of by-laws founding the Normal and High School were adopted by said Board in December, 1869. The name Normal and High School was changed in 1870 to Normal College. This name was given by the Legislature at the time that it passed an appropriation to erect a suitable edifice for the accommodation of the students. A president, vice-president, three professors, a female superintendent and a sufficient number of female tutors were appointed. The building on the southeast corner of Broadway and Fourth street, extending eastward to Lafayette place, was leased and fitted up. Sixteen recitation-rooms, about the size of the ordinary public school class-rooms, needed little alteration, and were rapidly supplied with the necessary furniture. A large assembly hall was divided into eight rooms by means of curtains, which were worked somewhat after the manner of a ship's sails, and by sliding-doors.

On the 14th of February, 1870, the supplementary classes of the public schools sought admission to the college. A heterogeneous mass of pupils, who had received every variety of intellectual training, presented themselves for examination. Some belonged to the first year's supplementary grade, and others to the second; and a great number were dissatisfied with the grades in which they were placed. Promises of graduating at some fixed period had been made to the pupils, or perhaps they expected to graduate at some particular time. The question of qualification did not seem to weigh a feather. The difficulty of grading and classifying over a thousand girls may be readily conceived. They were not mere primary children, who could be placed in classes at pleasure; they were young women for whose comfort and happiness parents and friends felt a deep sympathy. Murmurs and complaints were for some time unrelenting. The president was run down with visitors, and annoyed by most unreasonable demands. As far as he was able, he resisted all attempts to force an imperfect grading of the college. The pupils who came from the same class insisted upon being placed in the same grade, notwithstanding the most manifest difference in attainments. A great and beneficial change has been effected in the school system; but because the advantages could not be immediately felt and realized, there was considerable irritability. The new-comers were naturally and loyally attached to their old principals and teachers; they were accustomed to the ways of their schools; they knew personally every official having authority over them; while in the college all was strange, and everything wore a novel and disagreeable aspect. A kind of homesickness prevailed among them. These feelings, which are creditable to the human heart, were duly appreciated by the instructors of the college; and everything was done consistent with duty to make the pupils happy in their new school. It was under such almost insuperable difficulties—difficulties enhanced a hundred-fold by location, noise of vehicles, and want of many of the appliances which impart comfort to the students—that the Normal College was organized. Nor must it be forgotten that, in addition to all these annoyances, the institution was subjected to a close and jealous criticism. A hostile surveillance, through the medium of dissatisfied students, was maintained, and every little flaw or fault that vigilant scrutiny could detect was paraded before others as an evidence of mistaken judgment. A Faculty consisting of the ablest men in America could not have avoided committing some few errors in the organization of a new and untried experiment.

PRESIDENT HUNTER.

The careers of all successful self-made men are very much alike. Energy, ability, determination to succeed, power of work, tenacity of purpose, and the great spur of poverty—these are the elements that conduct them to success. The President of the Normal College is a striking example of the combination of these elements of

fled students, was maintained, and every little flaw or fault that vigilant scrutiny could detect was paraded before others as an evidence of mistaken judgment. A Faculty consisting of the ablest men in America could not have avoided committing some few errors in the organization of a new and untried experiment.

It was a perfectly natural result, therefore, that the Board of Education, when appointing an additional Superintendent of Schools in 1866, should offer the place to Mr. Hunter; and it was just as natural that Mr. H., looking at the influence of his important position as Principal of No. 35, should decline it, to the great joy of the pupils and the Trustees of the school.

Soon after, in 1866, the Evening High School was established, and its present efficient organization and usefulness are largely owing to the labors of Mr. Hunter, its first principal.

Meanwhile the current of public opinion

and Methods; Miss Woods, Algebra, Geometry and Astronomy; Miss Heybeck, Review of Arithmetic; Miss Wadleigh, Review of Grammar; Miss Feeks, Rhetoric and Latin; Miss Mathews, Astronomy; Madame Bassie, French; Miss Covell, Drawing and Perspective; Miss Willard, History (Modern); Mr. Mangold, Musical Science; Miss Leal, Algebra and Geometry; Miss Goodwin, Botany and Geometry; Miss Crasto, Latin; Miss McGregor, Natural Philosophy; Miss De Wailly, German and French; Miss Carr, History (Ancient); Miss Phelps, Algebra; Miss Morgan, Geometry; Miss Michels, German; Miss Smyly, Latin; Miss Harkness, Book-keeping and Penmanship; Mrs. Winterburn, Vocalization.

not bread, and their labor for that which satisfieth not; that, instead of bread, they not seldom receive of us a stone? Will it be denied that a large proportion of the instruction given has no practical bearing upon the future needs of the scholars, and does not conduce to true culture of mind or heart? Will any one say that it is an exaggeration to assert that, in the only study of Grammar, more time and labor are wasted than would suffice to master the great principles and the technicalities of any one of the physical sciences, thus opening the door to a life-long interest and pleasure?

With regard, then, to the methods of presenting the various subjects that are considered proper themes for study in our grammar schools, and particularly with regard to the study of grammar, where does our duty and responsibility lie? Are we answerable to the common sense and school superintendents who oversee us, or to the men and women of the future—the boys and girls of to-day? Are we to bend our energies to the result that boys and girls may parse glibly enough to please the admiring ears of an examining committee? or are we to throw behind us all such cumbrous machinery, and teach with the one result in view, that our pupils shall, in time, speak and write pure and correct English? Are there not many honest and painstaking teachers who are not quite clear on these points?

And if, for the sake of the powers that be, we consent to divide the responsibility, have we made up our minds what the children have a right to expect of us? It is because of this uncertainty of purpose that we all revolve in school systems instead of schools; that we look upon these systems, with their intricate dependencies and carefully perfected arrangements, rather than means; that we teach Warren and Guyot, Green and Kuhl, Quackenbos and Worcester, instead of geography, and grammar, and history. We come to regard ourselves as parts of a great machine, and, as long as our own small functions adapt themselves to those of the rest, we forget to inquire whether the great whole turns out acceptable work. And thus it happens that nine-tenths of our schools send out pupils whose language marks them wherever they go; inelegant, marked by provincialisms and the grossest inaccuracies, loose-jointed, carelessly diffuse, and too often the type of precisely similar habits of thought; for the two will be found to have a close connection and dependence.

And yet, at the close of their school-course, the proficiency of these pupils in the study of grammar will not be questioned. They can parse and analyze the most difficult selections of prose and poetry. They have learned, and can glibly recite, or pass a written examination upon, the definitions, rules, exceptions, examples, list of irregular verbs, and other departments of some treatise upon English grammar.

It is not an uncharitable or irrelevant question to ask how many teachers do bear in mind the purpose for which they are supposed to teach grammar; and it is not an exaggeration to assert that four-fifths of them have practically disconnected the grammar they teach with any definite or desirable results. It is easy enough to do this, and it does not involve any unfaithfulness or carelessness on the part of the teacher. Given the text-book ready at hand, given the memorizing power of the pupils, given the requirements of the examinations, two-thirds of the questions of which call for definitions instead of applications, and what wonder that most teachers come to think the work done when the book is learned through! Grammar is what they are required to teach, and they have taught it.

Yet this system must have been intended to bring about other results than this memorizing process. Children, with us, enter the grammar school at eight or nine years; they begin an elementary text-book in a year, sometimes sooner; they pass from that to the larger book, and begin to parse, and, with much tribulation, to analyze; they keep it up constantly until they graduate at fourteen or fifteen years. They spend more time upon it than upon any other study. If economy of mental effort is the greater desideratum, if ends



NEW YORK NORMAL COLLEGE.

GRAMMAR.

BY JULIA A. JELLINEK, PRINCIPAL OF GIRLS' HIGH NORMAL SCHOOL IN BOSTON.

"It has been calculated that in salves, royal and military politeness, exchanges of courtesy signals, formalities of roads and citadels, sunrise and sunset saluted every day by all the fortresses and vessels of war, opening and closing of gates, etc., the civilized world fires, every twenty-four hours, and in all parts of the globe, 150,000 useless rounds. At six francs a round, this makes 900,000 francs a day. Three hundred millions a year expended in smoke. During this time, poor people are dying of starvation."—Victor Hugo.

If Count Hugo has ever added to the sum of his learned lore, ancient and modern, sacred and profane, some knowledge of certain peculiarities of our school system, best known to those within the Ring, his philanthropic spirit might have found cause to complain of a worse waste than that of gunpowder, and a less satisfactory result even than a good deal of smoke. For smoke is so far useful as to hide much that it is not desirable to reveal. But even denser puffs than those in which Boston is wont to develop herself are necessary to hide the crowd of ill-fated starvelings we send out upon the world every year, educated.

It is, indeed, a noteworthy fact that, in these days of economizing iron slag and Thames filth, there should be going on a daily waste of what is more precious than any source of material wealth or physical force—the memory, the mind, the working power of the children. These are drawn upon, and overdrawn, and exhausted, for every trivial need, like the common faucet for Cocituate water, which is so convenient of access that three-fourths of its supply runs to the common sewer.

Does any one question or deny that this daily exhaustion of thought and memory is going on in our schools; that the children are spending their money for that which is

character. He has won his way to his present position at the head of the school system of New York City, and has himself mainly to thank for his success.

Twenty-two years ago Mr. Hunter arrived in this city a stranger, eighteen years of age, without friends, and with no capital save a good education and the qualities we have already enumerated. Good fortune led him to Grammar School No. 35, in Thirteenth street, of which school Mr. John J. Doane was then principal. Here Mr. Hunter commenced in a subordinate place, as teacher of drawing, which was shortly combined with general duties. Associates of his in those early days, and in the same school, speak of the powerful determination that was manifested by him in his work from the first moment he entered on his duties.

Competition fled before him, so marked was his energy. In the fall of the same year, 1850, he became first assistant, and in 1854 vice-principal by the resignation of Mr. Doane, and the elevation of Mr. Smith to the principalship. While in charge of the highest class he won marked success, so much so that some of his enthusiastic trustees and school officers did not hesitate to speak of him freely as the very best of city teachers.

On Mr. Smith's death in 1857, he became Principal of No. 35, and had at length won a most important position in the city schools. No. 35 was even then a large school, was admirably situated and had already a wide reputation. Under Mr. Hunter it entered on a new career of success. The school was gradually reorganized; changes were made in the arrangement of the classes; the instruction throughout the department was made a unit, each grade being closely knit into that above it; and so thoroughly did he impress himself on every part of it; that No. 35 and Mr. Hunter became synonymous terms. The popularity of the school meanwhile increased to such an extent that additional accommodations were needed, and even after this it was a common sight to see

had been steadily settling toward the establishment of a Normal School for the instruction of teachers. The present Department of Public Instruction determined to meet this want, and proceeded to organize the Normal College, over which they placed Mr. Hunter as President in November, 1869.

A career like this, so steady in its progress toward success, has not been won without difficulties. No one could have watched this proud position at the head of the city school system without meeting obstacles. But these have been to him but the incentive of further efforts, and have served to stimulate him, when without them he might have grown perhaps indifferent; and have made him careful and circumspect, when otherwise he might have fallen into mistakes. A brilliant future opens out before the President of the Normal College, still in the prime of manhood, and richly furnished with a large experience. Popular with his pupils, able in his management, secure in public confidence, he waits but the completion of the new building, with its conveniences and appliances, to completely satisfy the Department that placed him in charge, and all who watch with interest the progress of the College, that the same ability which led No. 35 to success is equal to the trust now reposed in it. His friends see in him constantly enlarging capacities as new demands are made on him; and they know that here is not a triangular man in a round hole, but a large and liberal minded man, admirably fitted by experience and training to leave a powerful impression on the rising generation of teachers.

THE FACULTY AND INSTRUCTORS

at the present time are as follows:

Prof. Hunter, Intellectual Philosophy, &c.; Prof. Dundow, Latin, Literature and Civil Polity; Prof. Gillet, Physics and Chemistry; Prof. Rodfield, Natural Science; Prof. Schlegel, German and French; Miss Holman, Zoology, Latin and Solid Geometry; Miss Bruce, Object Teaching

must be attained at the smallest possible cost, then, for all this outlay, what may we not expect of genuine progress. What ought we to expect? An outlay that does not begin to return interest before five years is an ill-considered one. In this case, the interest ought to be one of two things, for it is not best to ask too much; either so much practical knowledge of language as shall enable the pupil to speak or write decently correct English, or so correct a theoretical knowledge of what language ought to be that the High School teacher can build upon it a little rhetorical structure that will not topple over for want of a foundation. Or, better still, the most desirable result of all, there shall be a mixture of these two.

These are, in the main, the results we ought to look for—but never ask the High School teacher if he has found them!

Look for them in any grade of high or grammar school far enough removed from the very outset of the study. How often do you hear from a pupil a correct English sentence, with its subject and predicate, and, as Mr. Sparkler says, "with no nonsense about it?" How often do you find a class where it is understood that correctness of language is essential in reciting geography and history, or where it is perceived that there is any connection between grammar and anything else? How often do you see a class in a grammar school where any regular or systematic attempt is made at conversation, or where the relation of grammar—parsing and analysis—to the future is made clear, or even hinted at? When the graduates of the Grammar Schools are cut loose from textbooks, and set floundering among the untold perils of ideas, words, constructions of their own, it becomes evident that our system does not teach them to talk.

But perhaps it teaches composition.

Take one of the harmless little essays which are ground out to us weekly; pursue the fleeting subject through sentences all kinds and no kinds; examine the particular clauses, trailing off into space, with all their meaning in them; see how neatly the verbs always agree in number with the noun nearest them; and witness the engaging conclusion in the cases of relative pronouns. Now say that our system taught these essays how to write.

If a practical knowledge of language, improved habits of speech, some knowledge of English composition, do not result from our method of teaching grammar, what has it to show for itself?

But, says the painstaking teacher, you do not go to work in the right way; these pupils have been studying, and have mastered the science of grammar. Examine them in that, and they will not be found wanting.

Which is undoubtedly true. They are able to spin us off page after page of definition, rule, exception and stereotyped example; able even to specify number and paragraph of most; able even to recall the kind of type. Nature gave the children this power, and we furnish them a use for it.

Well, they have the means, if not the end, of a knowledge of language, and, if they can hold on to the means until, in five, or ten, or twenty years, the end dawns upon them, the two will fit together beautifully. But to do this, they must, as Charles Lamb has it, "pass from infancy to age, dreaming away all their days as in a grammar school. Revolving in a perpetual cycle of declensions, conjugation, syntax and prosodies; renewing constantly the occupations which had charmed their studious childhood; rehearsing continually the part of the past."

There are one or two aspects of the case where it may be seen that our present system of teaching grammar does absolute harm. One is that it imparts to children a disrespect for language. The practice of learning by rote that which is not understood weakens all subsequent influence those words may have, lessens their power and their beauty, gives a pupil an habitual disregard for the meanings and the capabilities of words, lessens his range of expression, and lays up endless trouble for him in all subsequent study; all of which are strange results for the science of language.

Another harm is that it demoralizes teachers. It is a constant effort to reduce to a mechanical thing that which is in no sense mechanical; to convert usage, which is variable, into law, which is fixed. The preface to "Paul's Accidence" puts the case quaintly and to the point. "As for the diversity of grammars, it is well profitably taken away by the King's Majesty's wisdom, who, foreseeing the inconvenience, and favorably providing the remedy, caused one kind of grammar by sundry learned men to be taught for the use of learners, and for the hurt in the changing of schoolmasters, wherein it is profitable that he can orderly decline his noun and his verb."

The system strikes the death-blow to originality and a spirit of improvement in teachers; it dawns the powers and dulls the conscientiousness; for, as it is impossible to serve two masters, so it is impossible to conform to this system of teaching grammar, to prepare pupils for the examinations by which their knowledge is generally tested, and, at the same time, to teach composition, language, criticism, all legitimate accessories, with that freshness and spontaneity which they require.

Behind this system incompetent teachers in trench themselves as in a stronghold, and competent teachers find themselves compelled to adopt one of two alternatives—either to fight against its tendencies, exercising their own judgment and opinions, thus arraying themselves against that with which they ought to be in sympathy, and putting our schools into the condition of the divided house which must fall; or they

may cease the struggle, "float with the tide, and, in the forcible words of Herr Teufelsdröckh, "become hide-bound pedants, without knowledge of man's nature or of boys, or of aught save their lexicons and quarterly account books." Of whom he goes on to say, "Innumerable dead vocabularies (no dead language) they themselves knew no language; they crammed into us, and called it fostering the growth of the mind. How can an animate, mechanical gerund-grinder, which grows, not like a vegetable, by having its roots littered with etymological compost, but like a spirit, by mysterious contact of spirit; thought kindling itself at the fire of living thought? The Hentersching professors knew syntax enough; and of the human soul thus much, that it had a faculty called memory, and could be acted on through the muscular integument by the application of birch rods. Alas! so it is everywhere, so it will ever be, till the bodman is discharged or reduced to bod-bearing, and an architect is hired, and on all hands fifty encouraged; till communities and individuals discover, not without surprise, that fashioning the soul of a generation by knowledge can rank on a level with bicwing their bodies in pieces with gunpowder; that, with generals and field-marshal for killing, there should be world-ordained dignitaries, and, were it possible, true God-ordained priests for teaching."

These views were advocated, not long since, in the presence of a teacher of many years' experience, one who makes English grammar and parsing her specialties, and has taught on that line all her life. The incredulous horror depicted on her countenance on listening to these sentiments was a thing to be remembered, and struck terror to the heart of the would-be reformer. "May I ask," she said, with dignity, "what you propose to substitute when you have set aside the study of English grammar in our schools?"

"Something better worth the time and trouble," was the answer. A slippericore, no doubt, in the opinion of that ancient grammarian. But it is indeed a question easier to ask than to answer, and the author of this paper is prepared to step into a very dim background while the reformatory process goes on. Even there, however, she hopes the feminine side of the house may be allowed to throw out a few suggestions, since it is excluded from the decisions.

And the first that occurs is, we need teachers. "The bodman shall be discharged or reduced to bod-bearing, and an architect shall be hired and on all hands fifty encouraged."

In the next place, a small manual of grammar.

Then, with teachers animated with a clear and steady purpose, we may yet teach the English language. "What shall this manual be like?" does some one ask? We will not dictate, except that it shall resemble nothing on earth in the present line of grammars.

Let it guide teachers and scholars to a study of words in their living forms: let its etymology be the dictionary, and its syntax end prosody the wide world of English literature; let the first open the way to a pure, proper and precise diction, and the second to a pure and elaborated taste; let the whole teach the children that language is not dead and buried in grammars, but filled with the breath of life; not ripe and gone to seed, but growing every day with a growth to which they may aspire to contribute. Let it open to them the broad realm of derivations, synonyms and idioms; let it be a key that shall in time unlock the golden door of comparative language, and give the children pleasant glimpses of the fertile fields of history, poetry, ethnology, lying beyond.

Lastly, we need to begin the study of languages where it is usually dropped, in English literature. It is the only logical and trustworthy method of teaching; examples first, principles afterward. We adopt it in every other branch of study, why not in language? Will it be asserted that the study of literature cannot profitably be pursued in Grammar Schools? that it is a High School study, and an end rather than a means?

A child who is old enough to read a reading lesson is old enough to get some idea of its literary merits, and there is no pupil so young that some cultivation of his taste may not be attempted. Whittier and Bryant are better appreciated by a child of twelve, with memory unwearyed and appetite unsated, than by one of fifteen who has fed upon husks until the taste of them has become sweet.

Certainly, the study of English literature, as a means of elucidating the science of language, deserves a fairer trial than it has ever had in our schools.

YOUNG TEACHERS' LESSON.

PEBBLE EXERCISE BY A PRACTICAL TEACHER.

Scene—A schoolroom. Time—Fifteen minutes before the close of school. The teacher says, "Now, children, when you are all in order we will commence our pebble exercises." It takes but a few seconds for each child to remove from the outside of his desk, books, slate and pencil, and to place thereon a small box filled with shining white pebbles, collected by himself. Then the folded arms and erect position show that each little one is ready for the exercise. "Now," the teacher continues, "you may make some purchases. First, you may each buy a lead pencil; how much will that be, Eddie?" Eddie replies, "Six cents."

Teacher—Very well. You may all count out six pebbles and place them carefully

on one side of your desk. Next, you may buy three sticks of candy. How much will they cost?

"Three cents," all answer. Teacher—Then put three pebbles near the six pebbles, but not with them. Now the little boys may buy a ball for which you will pay ten cents, and the little girls a paper doll for the same price.

The children count out ten pebbles and put them in a group near the six and the three.

Teacher—We will now see how much money you have spent in all. Every one count and see. Mary, how much?

Mary—Nineteen cents.

Teacher—Correct. Class, how much did you first spend?

Answer—Six cents.

Teacher—And the candy was how much?

Answer—Three cents.

Teacher—And your last purchase amounted to ten cents. Then, tell altogether what you spent in all.

Class—Six cents, and three cents, and ten cents, equal nineteen cents.

Here a variety of questions may be asked to the school, collectively and individually, to fix the result of these combinations in their minds. As, $6+9+3=\text{what}$. $9+3+6=\text{what}$. $3+9$, or $6+9$, $3+6=\text{what}$, &c.

Teacher—Now you may quietly return the pebbles to the box.

We may go trading just once more this morning, and we will suppose that each one has one half a dollar to spend, how many cents will this be?

Answer—Fifty cents.

Teacher—Then count out fifty pebbles and place them in the left corner of your desk. Susie, you may tell what we will buy first, this time.

Susie—A book, with pictures in it, and we will pay eight cents for it.

Teacher—Very well, how many pebbles must you take from the fifty pebbles, little ones?

Answer—Eight.

Teacher—How many pebbles will remain?

Answer—Forty-two.

Teacher—Place the eight pebbles one side of the forty-two. Now, Walter, what would you like to buy next?

Walter—If you please, marm, a train of cars.

Teacher—Well, Walter, how much shall we pay for the train of cars?

Walter—Twenty-five cents.

Teacher—Rather cheap, my little man, but you may all take twenty-five pebbles from the forty-two, and place them with the eight pebbles. How much money have you spent now?

The class, after counting, answer "Thirty-three cents."

Teacher—But you have spent all your money, so far, for yourselves. Suppose you should meet a poor little child who was cold and hungry; how much would you give him?

The children are thoughtful, and hardly know. At length some little girl says "Ten cents." After a few words from the teacher, in which she tells of the pleasure of giving, all agree to be thus generous. So ten pebbles are counted out, and put with eight and twenty-five.

Teacher—How much money have you spent this time?

Answer all together—Eight cents, and twenty-five cents, and ten cents, equal forty-three cents.

Teacher—How much is left?

Answer—Seven cents.

Teacher—Then what from fifty cents leaves seven cents?

Answer—Forty-three cents.

As in the previous case, many questions may be deduced by different combinations of the numbers. As, $35+10=45$. $25+8+10=43$. $50-(8+10+25)=7$, &c.

Another similar exercise, which may be used in connection with this, is the following: Upon the teacher's desk may be placed a box, containing such a collection of coins as can be obtained, including one, two and five cent pieces, and if possible, three, ten and twenty-five cent silver pieces.

The teacher says, "Suppose I buy articles which amount to twenty-three cents. Grace, you may come to this box and count out the exact change. What have you selected?"

Grace—One ten-cent piece, two fives and three pennies.

Teacher—Mary may come here and count out the same amount, taking different pieces of money.

Mary holds up two five-cent pieces, six twos and one penny.

Class, select four pieces of money that shall amount to twenty-three cents."

"Two fives, one ten and one three."

The teacher may next take some change in her hand, and, telling the amount, have the pupils guess what are the pieces. Suppose she says, "I have here change which equals thirteen cents. You may all try to tell what are the coins."

Some one says, "A three and a ten-cent piece."

"Wrong."

Another, "Two five-cent pieces and one three-cent piece."

"No, the number of pieces in my hand is five. Now who will guess correctly?"

Some one guesses, "Four two-cent pieces and a five cent piece."

"Correct."

This exercise may be continued and varied indefinitely.

I would by no means suggest these exercises as a substitute for the regular object lessons in number, but rather as an aid to them, and as general drills which will relieve the routine of daily lessons. As such they will be found to be very acceptable and instructive to the children. Much about numbers will necessarily be taught,

and the exercises will instruct in the practical duty of trading.

The imaginations of the little ones will also be cultivated, and many lessons which teach of material things, as well as moral lessons, may be incorporated into the exercise.—Conn. School Journal.

A DEED AND A WORD.

CHARLES MACKAY.

A little spring had lost its way
Amid the grass and fern;
A passing stranger scooped a well,
Where weary men might turn;
He waited it in, and hung with care
A ladle at the brink;
He thought not of the deed he did,
But judged that toll might drink.
He passed again, and lo! the well,
Had cooled ten thousand parching tongues,
And saved a life beside.

A nameless man, amid a crowd
Thronged the daily mart;
Let fall a word of hope and love,
Unstudied from the heart;
A whisper on the tumult thrown,
A transitory breath,
It raised a brother from the dust,
It saved a soul from death.
O gems! O fount! O word of love!
O thought that at random cast!
Ye were but little at the first,
But mighty at the last!

FEMALE EDUCATION.

BY GEORGE H. CATHCART.

The training of the young is undoubtedly one of the employments of women. In spite of all modern political agitation for adding to woman's responsibilities, no duty can ever be so important and so noble as teaching. In every rank, during the first two years of a child's existence, its mother must be its chief instructor. In the better classes of society it is usual for the mother to superintend, if she does not altogether conduct, the education of her family until they are all several years older. Such being the case, it is evident that the services of the mothers must be secured if we are to have proper female education. It is also equally obvious that if the education and training of the mother herself has been neglected, at first as a girl, and afterward when a woman, the influence for good, which she should bring to bear on her children must be very materially diminished.

Three practical questions then arise, namely:

1. How is the present race of mothers educated? 2. What results follow from the existing condition of their education? 3. How can the plan of their education be effectively improved?

I. The instruction given at the present time to a girl in a common school, if insufficient, has generally about it something practical which the "young ladies' schools" might often imitate to advantage. As the public school system grows more thorough it is likely this difference in quality will become greater; and unless the private schools improve it is to be hoped such will become the case. The teaching at the district and ward schools is really immeasurably beyond nine-tenths, if not ninety-nine hundredths, of the seminaries and institutions from which fathers receive such elaborate bills and such reports of their daughters' instruction at the end of each session.

The reasons for this are not difficult to discover. Common schools are regulated to a great extent by practical laws. The most of teaching, the changes in management, books used and subjects taught are matters of deep concern to the public, and are consequently looked after by competent and practical officers, who owe a duty to the State in seeing that its laws are properly administered to the public good. They are mostly impartial persons who have made the subject of schools their study. In the case of private schools such is not the case. The persons who keep them are dependent on popularity for their living, and are, accordingly, obliged to suit their instruction to the wishes of the parents. These are, in fact, the employers of the teachers, and they purchase what education they think proper and most desirable for their daughters. This means that what is fashionable is the ruling power in dictating the course of instruction to girls. Fashion is at best but a dangerous guide, and at the present time, as I shall more fully consider further on, it is leading the education of girls in a pernicious course.

The highest aim at hundreds of "female institutions" is to impart to the pupils a superficial knowledge of music and French, and when Italian can be added, if only enough for a few songs, the school takes rank at once as a finishing establishment of high order. Doubtless all these subjects are desirable, but the evil is that they are taught to the neglect of sound instruction in elementary subjects. A large number of girls brought up—they cannot be called educated—at what are looked upon as fashionable, first-class private schools would be unable to pass such an examination in arithmetic, reading and needlework, as the majority of the girls at any one of the Girls' Grammar Schools of New York City qualify in, as a matter of course, before they leave that school. Drawing and fancy work are usually among the polite subjects of instruction. The former, however, is very rarely well taught. The drudgery of learning is avoided.

Girls thus brought up are becoming the mothers of the rising generation; and, in spite of the progress which education is making, and bids fair to make, within the next few years, there is unfortunately little or no prospect of improvement in the up-

per grades of society, so long as the existing sentiment continues.

I do not wish to imply that the methods of female education have fallen away from any perfect condition in which they existed in former years. It is the habit of some persons to think that, in the good old days long gone by, things were always better than they are now, and many parents may be heard to bemoan the inferiority of the schools to which they have to send their girls now to those in which they themselves were brought up. It is feared, however, that the ladies' seminaries of the past were not much better than those of the present, even if they were so good. One exception, perhaps, must be made: common needlework was formerly more thought of, and in this we have gone back. The consideration that girls' schools are not altogether degenerating, but have really always been deficient, is serious from the conviction which must follow that not only is an improvement necessary, but that a completely novel system of education must be successfully brought about, if the desired end is to be secured, and if girls are to be educated in such a manner as their position, their abilities, and their duties render not only desirable but really essential to the well-being of the community.

II. The results which follow from the present condition of female education.—The evils of the way in which girls are brought up are two-fold. Not only is it a great injury to the girls themselves to deprive them of the ordinary benefit of education, but it also acts in a very serious manner in tending to prolong the reign of ignorance, inasmuch as those who must be the first instructors of all are quite incompetent to perform their most obvious duties toward the rising generation. With the industrial classes this acts in a number of ways to the detriment of the household. The girl on leaving school at a tender age is either busily engaged at some steady employment in factory, mill or shop, or else she helps her mother at home. In the first case she learns absolutely nothing of her domestic duties; in the second, though she picks up what she can from the experience of her parent, that parent's previous training renders her but a poor instructor. She usually marries early, and is consequently as ill-fitted for the management of her family as her mother was before her. Her household becomes disorderly, she cannot manage the family income to advantage, and to these circumstances not a little may be attributed of the unsatisfactory condition of many homes, and the commencement of discord between husband and wife.

In the higher classes of society the effect of this deficient education is different, but the evil is no less serious. The mother is altogether ignorant how to set about training her children, and the most valuable time of infancy is often allowed to be spent almost entirely under the guidance of servants.

The large amount of gossip and small talk which exists among the females of all classes may be attributed to their inability to converse on anything of a more elevating nature. How is it possible for nine-tenths of those who have been brought up at the young ladies' seminaries to find interest in anything beyond the merest commonplace subjects? There are thousands and tens of thousands of ladies, the wives and sisters of educated men, who are ranked among the intellectual classes, and whose literature never goes deeper than a novel, and who do not care even to read a newspaper (unless it be "Society's papers") much less to take the slightest interest in the general topics of the day. It cannot be said that they are altogether to blame, though it may be a question whether the husbands of such ladies are free from all responsibility. A husband should not be content to permit his wife to remain thus, even if, after the honeymoon has passed, he finds that he was mistaken in supposing that a beautiful face always implies an equally cultivated mind.

In the matter of dressmaking, house-keeping, cooking and such like domestic essentials, the absence of education affects the poorer classes more, of course, than the rich. There was, it is said, a time when the highest lady thought it not beneath her to understand the culinary arts, but perhaps those days, like Burke's days of civility, have gone forever, and only exist in the memory of the past. With the poorer, however, such matters assume the importance of an economic science. Dickens' graphic description of Dora's house-keeping, in "David Copperfield," is not far from the actual truth in thousands of cases. In the arrangement of dress; in the judicious and economic selection of suitable articles, great waste comes from ignorance of the properties and uses of different materials. Very few girls have any idea of cutting out clothing, or are practiced while at school in "turning and altering," and other essentials for a really thrifty and managing housewife.

Looking, then, at the condition of society in all its branches, it must be acknowledged that though woman forms the prominent character in all domestic matters, and though her education must have a most important influence, and must affect the whole nation, yet it is in a most unsatisfactory condition. Their deficiency, on careful investigation, is but too evident; and the evil consequences, though so serious and so universal, are yet so old that society scarcely notices them, and can hardly appreciate the extent of the benefit which a reform, or rather a revolution, is capable of producing.

The practical improvements necessary will be considered in another paper.—Am. Ed. Monthly.

A JAPANESE GOD.

A short canter through the keen morning air brought me to the little village of Fukazawa, where the great bronze Buddha sits—*sedet aternamque sedet*. The first time I saw it, in the autumn of 1896, the approach to it lay along an avenue of grand old evergreen trees, and the effect of the colossal, when seen from the beginning of the avenue, was most striking. Now, unhappily, the trees have been cut down by the avarice of the priests, who grudge the little bit of soil which might bear a few more vegetables, and who took advantage of the revolution to pretend that the trees had been destroyed by the soldiery. The beautiful *coup d'œil* is lost, but the figure must always rank among the most wonderful monuments of the world. As a work of art, its chief merit appears to me to be the expression of calm dignity and repose in the face, which is enhanced by the huge proportions and boldness of execution. Travelers in Siam talk about gigantic Buddhas 160 feet high, plated over with gold, and having feet of mother-of-pearl, but I defy any country to produce a nobler figure than this. The proportions of the statue are given as follows in a rough print sold by the priest on the spot:

Height of the statue.....	50 ft.
From the hair to the knees.....	42
Round the base.....	96
Height of pedestal.....	4
Length of face.....	8
Breadth from ear to ear.....	18
From nose to forehead.....	10
Of a rich merchant at Yedo.....	1
Eyes, long.....	4
Eyebrows.....	4
Nose, long.....	6
Mouth, long.....	6
Locks of hair, 800 in number, 8 inches high, and 1 foot in diameter.....	3
Knave, across.....	36
The thumb, round.....	3

The story of the erection of the great Buddha is one more tale of woman's love. During the civil wars of the twelfth century, the great statue of Buddha which stood at Nara, one of the ancient capitals of the empire had been destroyed, and a certain priest, seeing this, undertook a pilgrimage through the empire, begging alms wherever he went until at last he had collected sufficient money to erect a new image. Upon the occasion of the festivals held in honor of its completion, the Emperor ordered the Shogun Yoritomo to superintend the ceremonies, during which he was struck by the ambition to set up a like statue in his own eastern provinces, for the protection and welfare of his family and clansmen. Yoritomo died without having fulfilled his intention, which, however, had been made known to his wife and to one of the ladies of the palace named Ito. Upon the death of Yoritomo, Ito, protected by the Shogun and by Yoritomo's widow, who had now become a nun, and enjoyed so great political power that she is known in history as the Nun-Shogun, set forth on a pilgrimage, during which she collected a sum of money which enabled her to erect a great wooden Buddha and a temple to hold it, which were consecrated in the year 1228. A. D. But there came a great typhoon, in which the temple was blown down, and the wooden image, exposed to the rain and the weather, soon began to rot away. Nothing daunted, Ito only determined to try again, and this time she resolved that her work should be more lasting. Having obtained the Shogun's leave, she started on a new pilgrimage, and so successful was she that at the beginning of the last half of the thirteenth century she erected the present bronze figure, together with a grand hall and a gate with two guardian gods. In the year 1495 all the buildings were destroyed and washed away by a tidal wave which swept over the country, and the great Buddha, with his pedestal, alone remained standing. But the place became deserted and overgrown with grass and rank vegetation, so that its existence was almost forgotten until, some two hundred years later, it was cleared of the rubbish and brushwood by a famous priest called Yuten, aided by a friend from Yedo. These two built a small temple by the side of the great image, in which they collected as relics all that remained of the former temple, and of a still older shrine called Shijosenji, which had stood upon the same spot since the beginning of the eighth century, and which had been famous in its day as the repository of certain precious copies of the Buddhist sacred books, and of other relics which had been brought from China.

The Roll of Merit.

By a resolution of the Board of Education, passed April 19, 1871, this paper is especially designated to give monthly under the above title, the name and residence of the best pupil in each class in every school in the City of New York, the information being furnished us through the Clerk of the Board by the several Principals. The official character thus given to the list makes it to all whose names appear therein an imperishable certificate, fairly and honorably earned, not only of good deportment, but of intelligence and the faithful discharge of duty. For the month of February the Roll stands as follows:

5. John Stanz, 85 New Chambers st.
6. Joseph Flynn, 13 Peck slip.
7. Frederick Kaler, 14 Frankfort st.
7. William Carter, 137 Chatham st.
7. Frederick Bichers, 97 Oliver st.
7. William Byrnes, 107 Cherry st.

GRAMMAR SCHOOL No. 3.
Senior Class, Eugene Sheridan, 291 Madison st.
Class 1. William Miller, 244 Madison st.
2. Allan Stoddard, 7 Lewis st.
3. John Horlan, 61 Stanton st.
4. Julius Levy, 141 East Broadway
5. Martin Casady, 425 Hamilton st.
6. Frank Donnelly, 22 Jefferson st.
7. Henry Hille, 69 Henry st.
8. Hugh McBride, 63 East Broadway

GRAMMAR SCHOOL No. 3.
FEMALE DEPARTMENT.
Class 1. Katie Schuch, 109 Mott st.
2. Julia Sonnenfeld, 62 Spring st.
3. Mary Pym, 195 Mulberry st.
4. Mary Irvine, 222 Mott st.

GRAMMAR SCHOOL No. 3.
FEMALE DEPARTMENT.
Grade 1. Charles Lynch, 67 Marion st.
1. Willie Schrader, 143 Mott st.
2. Kate Doyle, 49 Prince st.
3. Leah Hyman, 43 East Broadway
4. James Carroll, 238 Elizabeth st.
5. George Kuhl, 167 Eldridge st.
6. Jane Styles, 35 Henry st.
7. Annie Miller, 232 Mott st.
8. Mary E. Gannon, 254 Mott st.
9. Maria Bryant, 124 Elizabeth st.
10. Louis Gillen, 198 Mott st.
11. Willie McConnell, 240 Mott st.
12. Annie Conklin, 41 Marion st.
13. Maggie Hynders, 263 Mott st.
14. Edward O'Brien, 221 Mott st.
15. Thomas Deegan, 222 Mott st.
16. Lottie Sheridan, 211 Elm st.
17. Pauline Roaka, 220 Grand st.
18. James Leary, 13 Spring st.
19. Thomas Deegan, 151 Elizabeth st.
20. Henrietta Knefel, 26 Spring st.
21. Sophie Baum, 124 Elizabeth st.
22. Willie Murray, 27 Prince st.
23. Frank Deegan, 222 Mott st.

GRAMMAR SCHOOL No. 7.
FEMALE DEPARTMENT.
Class 1. Julia Lucke, 264 Broome st.
2. Ellen Helms, 33 Chrystie st.
3. Theresa McCarthy, 79 Division st.
4. Ida Brantmayer, 236 Clinton st.
5. Emma Levy, 149 East Broadway
6. Mary Schmitt, 85 Chrystie st.
7. Annie Carroll, 271 Broome st.
8. Annie Goldberg, 145 Beale st.
9. Mena Miller, 71 East Broadway
10. Flora Perrier, 114 Bowery
11. Lizzie Cohen, 3 Bayard st.
12. Anna Warendinger, 282 Broome st.
13. Henrietta Goldstein, 61 East Broadway
14. Rachel Hyman, 23 Chrystie st.
15. Jennie Harris, 33 Allen st.
16. Bertha Peterson, 7 Rutgers place
17. Emily Houston, 115 Division st.
18. Jennie Harris, 33 Allen st.
19. Alice Cohen, 60 Forsyth st.
20. Sophia Cohen, 25 Division st.
21. Rachel Hyman, 23 Chrystie st.
22. Emma Meyer, 28 Forsyth st.

GRAMMAR SCHOOL No. 9.
FEMALE DEPARTMENT.
Martha Kennedy, 80th and 51st sts, 11th ave.
Sophie Dierken, 100th st, 9th ave.
Annie Meyers, 10th ave, 80th and 51st sts
Mary Meyers, 10th ave, 80th and 51st sts
Mary Clark, 70th st, and Boulevard
Mary Clark, 70th st, and Boulevard
Annie Thatcher, 11th ave, 80th and 51st sts
Lizzie Kennedy, 11th ave, 80th and 51st sts
Mary Sexton, 11th ave, 80th and 51st sts
Pauline Fleming, Boulevard, 87th and 91st sts
Christiana Lang, Boulevard 82d st
Annie Kruse, Boulevard 82d st
Ella Thatcher, 11th ave 82d st
Martha Green, 12 ave 81st st
Annie Murray, 10th st 10th ave
Annie Felt, 84th st 10th ave
Katie Peeling, 10th st and 9th ave
Bridget Joyce, 10th st and 9th ave

GRAMMAR SCHOOL No. 15.
FEMALE DEPARTMENT.
Class 1. Emma Wilt, 75 Avenue D
2. Emily Wilt, 75 Avenue D
3. Amelia Kleiner, 6 Avenue D
4. Lizzie Smith, 271 Eighth st
5. Mary Heatt, 234 5th st
6. Laura Berlebach
7. Carrie Paar, 156 4th st
8. Annie Burkhardt, 228 Houston st
9. Ella Cornell, 282 8th st
10. Lizzie Miller, 223 2d st
11. Pauline Hany, 223 2d st
12. Pauline Montgolfier, 285 10th st
13. Annie Goetzke, 47 Avenue D
14. Emma Klabner, 126 Avenue A
15. Rosa Stern, 293 3d st
16. Rebecca Schreier, 146 4th st
17. Emma Schreier, 27 Avenue D
18. Yetta Metzka, 289 2d st
19. Hannah Lang, 61 Columbia st
20. Annie Sullivan, 107 2d st
21. Mary Murray, 91 1st ave
22. Nettie Littleback, 226 4th st
23. Annie Yankhauser, 227 Fourth st
24. Ida Wiffenbach, 222 6th st
25. Annie Dack, 725 5th st
26. Annie Fleischer, 242 6th st
27. Mary Fawner, 36 Avenue A
28. Lena Keis, 10 Avenue C
29. Katie Wolfarth, 49 Avenue C
30. Augusta Schuppach, 102 Ridge st
31. Lena Lehman, 56 8th st
32. Jennie Joseph, 418 Houston st
33. Katie Smith, 271 4th st
34. Henrietta Kuhl, 172 7th st
35. Emma Burkhardt, 56 5th st
36. Augusta Hammett, 525 5th st
37. Lizzie Campbell, 230 3d st
38. Pauline Damer, 243 5th st
39. Mary Zahn, 100 3d st
40. Matilda Jay, 234 7th st

GRAMMAR SCHOOL No. 15.
FEMALE DEPARTMENT.
Class 1. Emma Wilt, 75 Avenue D
2. Emily Wilt, 75 Avenue D
3. Amelia Kleiner, 6 Avenue D
4. Lizzie Smith, 271 Eighth st
5. Mary Heatt, 234 5th st
6. Laura Berlebach
7. Carrie Paar, 156 4th st
8. Annie Burkhardt, 228 Houston st
9. Ella Cornell, 282 8th st
10. Lizzie Miller, 223 2d st
11. Pauline Hany, 223 2d st
12. Pauline Montgolfier, 285 10th st
13. Annie Goetzke, 47 Avenue D
14. Emma Klabner, 126 Avenue A
15. Rosa Stern, 293 3d st
16. Rebecca Schreier, 146 4th st
17. Emma Schreier, 27 Avenue D
18. Yetta Metzka, 289 2d st
19. Hannah Lang, 61 Columbia st
20. Annie Sullivan, 107 2d st
21. Mary Murray, 91 1st ave
22. Nettie Littleback, 226 4th st
23. Annie Yankhauser, 227 Fourth st
24. Ida Wiffenbach, 222 6th st
25. Annie Dack, 725 5th st
26. Annie Fleischer, 242 6th st
27. Mary Fawner, 36 Avenue A
28. Lena Keis, 10 Avenue C
29. Katie Wolfarth, 49 Avenue C
30. Augusta Schuppach, 102 Ridge st
31. Lena Lehman, 56 8th st
32. Jennie Joseph, 418 Houston st
33. Katie Smith, 271 4th st
34. Henrietta Kuhl, 172 7th st
35. Emma Burkhardt, 56 5th st
36. Augusta Hammett, 525 5th st
37. Lizzie Campbell, 230 3d st
38. Pauline Damer, 243 5th st
39. Mary Zahn, 100 3d st
40. Matilda Jay, 234 7th st

GRAMMAR SCHOOL No. 14.
FEMALE DEPARTMENT.
Class 1. Frederick Vetter, 215 Madison st.
2. Sanford Simon, 40 Catherine st.
3. Benjamin Rosen, 25 Chatham st.
4. Coraellin McCarthy, 9 Vandewater st
5. August Heller, 3 Duane st
6. Edmund Stone, 329 Water st
7. Jerome Healy, 261 Pearl st
8. Patrick Sullivan, 232 Water st
9. John Leonard, 21 James st
10. George Foster, 18 Frankfort st
11. Meyer Lennon, 13 Peck slip
12. William Ramack, 44 Vandewater st
13. Gustave Schott, 3 Vandewater st
14. Alexander Kelly, 41 New Bowery
15. Thomas Carter, 41 Oliver st

GRAMMAR SCHOOL No. 14.
FEMALE DEPARTMENT.
Class 1. Frederick Vetter, 215 Madison st.
2. Sanford Simon, 40 Catherine st.
3. Benjamin Rosen, 25 Chatham st.
4. Coraellin McCarthy, 9 Vandewater st
5. August Heller, 3 Duane st
6. Edmund Stone, 329 Water st
7. Jerome Healy, 261 Pearl st
8. Patrick Sullivan, 232 Water st
9. John Leonard, 21 James st
10. George Foster, 18 Frankfort st
11. Meyer Lennon, 13 Peck slip
12. William Ramack, 44 Vandewater st
13. Gustave Schott, 3 Vandewater st
14. Alexander Kelly, 41 New Bowery
15. Thomas Carter, 41 Oliver st

GRAMMAR SCHOOL No. 14.
FEMALE DEPARTMENT.
Class 1. Frederick Vetter, 215 Madison st.
2. Sanford Simon, 40 Catherine st.
3. Benjamin Rosen, 25 Chatham st.
4. Coraellin McCarthy, 9 Vandewater st
5. August Heller, 3 Duane st
6. Edmund Stone, 329 Water st
7. Jerome Healy, 261 Pearl st
8. Patrick Sullivan, 232 Water st
9. John Leonard, 21 James st
10. George Foster, 18 Frankfort st
11. Meyer Lennon, 13 Peck slip
12. William Ramack, 44 Vandewater st
13. Gustave Schott, 3 Vandewater st
14. Alexander Kelly, 41 New Bowery
15. Thomas Carter, 41 Oliver st

GRAMMAR SCHOOL No. 21.
FEMALE DEPARTMENT.
Class 1. Lennie Davis, Metropolitan Hotel
2. Jennie Frankenstein, 198 Elm st
3. Jean to Volk, 8 Marion st
4. Elizabeth Volk, 8 Marion st
5. Henry Poole, 195 Mott st
6. Thomas McGowan, 125 Crosby st
7. Frank Reuss, 44 Marion st
8. Jennie Beauce, 176 Elm st
9. Henry Stegman, 158 Elizabeth st
10. Frederick Balle, 75 82nd st
11. William Omsby, 169 Elizabeth st
12. Alice Harrison, 33 Crosby st
13. James Giblin, 233 Elizabeth st
14. Wm. Flanagan, 33 Prince st
15. Thomas Hartley, 172 Elizabeth st
16. Katie Gibbs, 27 Spring st
17. Robina Cockburn, 241 Mulberry st
18. Mary Doyle, 152 Mulberry st
19. Maggie Hare, 21 Marion st
20. Gladys Price, 154 Mulberry st
21. John Menck, 154 Mulberry st
22. John McGowan, 154 Elizabeth st
23. John Perkins, 147 Elm st
24. John Peterson, 148 Mott st
25. Rosie Leslie, 10 Marion st
26. Annie More, 27 Prince st
27. Kate Murphy, 182 Mulberry st
28. Maggie Morton, 232 Spring st
29. Robert Willoughby, 267 Mulberry st
30. Michael Kennedy, 49 Prince st
31. John Lane, 241 Mulberry st
32. John Healy, 243 Mulberry st

GRAMMAR SCHOOL No. 21.
FEMALE DEPARTMENT.
Class 1. Lennie Davis, Metropolitan Hotel
2. Jennie Frankenstein, 198 Elm st
3. Jean to Volk, 8 Marion st
4. Elizabeth Volk, 8 Marion st
5. Henry Poole, 195 Mott st
6. Thomas McGowan, 125 Crosby st
7. Frank Reuss, 44 Marion st
8. Jennie Beauce, 176 Elm st
9. Henry Stegman, 158 Elizabeth st
10. Frederick Balle, 75 82nd st
11. William Omsby, 169 Elizabeth st
12. Alice Harrison, 33 Crosby st
13. James Giblin, 233 Elizabeth st
14. Wm. Flanagan, 33 Prince st
15. Thomas Hartley, 172 Elizabeth st
16. Katie Gibbs, 27 Spring st
17. Robina Cockburn, 241 Mulberry st
18. Mary Doyle, 152 Mulberry st
19. Maggie Hare, 21 Marion st
20. Gladys Price, 154 Mulberry st
21. John Menck, 154 Mulberry st
22. John McGowan, 154 Elizabeth st
23. John Perkins, 147 Elm st
24. John Peterson, 148 Mott st
25. Rosie Leslie, 10 Marion st
26. Annie More, 27 Prince st
27. Kate Murphy, 182 Mulberry st
28. Maggie Morton, 232 Spring st
29. Robert Willoughby, 267 Mulberry st
30. Michael Kennedy, 49 Prince st
31. John Lane, 241 Mulberry st
32. John Healy, 243 Mulberry st

GRAMMAR SCHOOL No. 23.
FEMALE DEPARTMENT.
Class 1. Louis Silverstone, Class 4, Patrick Shea
1. John Kearns, Class 4, Patrick Shea
2. Ed. Seidenwanz, Class 4, Patrick Shea
3. Thos. Costello, Class 4, Patrick Shea
4. Wm. Crummins, Class 4, Patrick Shea
5. Wm. Bernsten, Class 4, Patrick Shea
6. James Sullivan, Class 4, Patrick Shea
7. Andrew Surrat, Class 4, Patrick Shea
8. Frank Conway, Class 4, Patrick Shea
9. Mark Newman, Class 4, Patrick Shea
10. Patrick Sullivan, Class 4, Patrick Shea

GRAMMAR SCHOOL No. 23.
FEMALE DEPARTMENT.
Class 1. Louis Silverstone, Class 4, Patrick Shea
1. John Kearns, Class 4, Patrick Shea
2. Ed. Seidenwanz, Class 4, Patrick Shea
3. Thos. Costello, Class 4, Patrick Shea
4. Wm. Crummins, Class 4, Patrick Shea
5. Wm. Bernsten, Class 4, Patrick Shea
6. James Sullivan, Class 4, Patrick Shea
7. Andrew Surrat, Class 4, Patrick Shea
8. Frank Conway, Class 4, Patrick Shea
9. Mark Newman, Class 4, Patrick Shea
10. Patrick Sullivan, Class 4, Patrick Shea

GRAMMAR SCHOOL No. 26.
FEMALE DEPARTMENT.
Class 1. Alfred Adair, 327 W 30th st
1. Joseph Scholtes, 234 W 37th st
2. George F. Watkins, 160 E 47th st
3. Wm. J. Gray, 234 W 37th st
4. August Gehard, 49 E 19th st
5. Frederick Fager, 150 W 26th st
6. Julius Gustave Hansen, 325 W 26th st
7. Ernest Cotterill, 74 W 40th st
8. Rufus G. Angell, 61 Lexington ave
9. Max Fenchtranger, 223 W 26th st
10. Joseph Kelly, 113 W 23d st
11. Herman Schroeder, 747 6th ave
12. George Clarence Phillips, 57 W 4d st
13. James Louis Van Vliet, 495 6th ave
14. Wm. Spencer Salmon, 20 W 26th st
15. Rose Copway, 179 W 26th st
12. Arthur Hahn, 167 W 26th st
13. Isaac Marks, 137 W 33d st

GRAMMAR SCHOOL No. 27.
FEMALE DEPARTMENT.
Class 1. Thomas Hade, Class 5, Gustav Frabert
1. William Bader, Class 5, Gustav Frabert
2. Morris Blatner, Class 5, Gustav Frabert
3. William Kokkels, Class 5, Gustav Frabert
4. Theodore Passig, Class 5, Gustav Frabert
5. Frank Jordan, Class 5, Gustav Frabert
6. Patrick Flanagan, Class 5, Gustav Frabert
7. Charles Brockman, Class 5, Gustav Frabert
8. Adolph Berli, Class 5, Gustav Frabert
9. James Mochan, Class 5, Gustav Frabert
10. Thomas McCormack, Class 5, Gustav Frabert
11. John Ziegler, Class 5, Gustav Frabert
12. Thomas K. Powers, Class 5, Gustav Frabert
13. Adam Rele, Class 5, Gustav Frabert
14. Julius Weiss, Class 5, Gustav Frabert
15. Michael Dillon, Class 5, Gustav Frabert

GRAMMAR SCHOOL No. 27.
FEMALE DEPARTMENT.
Class 1. Thomas Hade, Class 5, Gustav Frabert
1. William Bader, Class 5, Gustav Frabert
2. Morris Blatner, Class 5, Gustav Frabert
3. William Kokkels, Class 5, Gustav Frabert
4. Theodore Passig, Class 5, Gustav Frabert
5. Frank Jordan, Class 5, Gustav Frabert
6. Patrick Flanagan, Class 5, Gustav Frabert
7. Charles Brockman, Class 5, Gustav Frabert
8. Adolph Berli, Class 5, Gustav Frabert
9. James Mochan, Class 5, Gustav Frabert
10. Thomas McCormack, Class 5, Gustav Frabert
11. John Ziegler, Class 5, Gustav Frabert
12. Thomas K. Powers, Class 5, Gustav Frabert
13. Adam Rele, Class 5, Gustav Frabert
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FEMALE DEPARTMENT.
Class 1. Thomas Hade, Class 5, Gustav Frabert
1. William Bader, Class 5, Gustav Frabert
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3. William Kokkels, Class 5, Gustav Frabert
4. Theodore Passig, Class 5, Gustav Frabert
5. Frank Jordan, Class 5, Gustav Frabert
6. Patrick Flanagan, Class 5, Gustav Frabert
7. Charles Brockman, Class 5, Gustav Frabert
8. Adolph Berli, Class 5, Gustav Frabert
9. James Mochan, Class 5, Gustav Frabert
10. Thomas McCormack, Class 5, Gustav Frabert
11. John Ziegler, Class 5, Gustav Frabert
12. Thomas K. Powers, Class 5, Gustav Frabert
13. Adam Rele, Class 5, Gustav Frabert
14. Julius Weiss, Class 5, Gustav Frabert
15. Michael Dillon, Class 5, Gustav Frabert

GRAMMAR SCHOOL No. 22.
FEMALE DEPARTMENT.
Class 1. Emil A. Haber, 465 8th st
1. Samuel Healey, 255 W 20th st
2. Frank Beckhardt, 505 W 21st st
3. Francis Kesper, 443 W 21st st
4. John McLaughlin, 417 W 20th st
5. Nicholas McLaughlin, 385 W 22nd st
6. Charles Stallman, 436 W 34th st
7. Joseph Frank, 447 W 36th st
8. Otto Le Roy, 229 W 45th st
9. Ernest Lyons, 501 9th ave
10. Alfred Adler, 304 W 23d st

GRAMMAR SCHOOL No. 21.
FEMALE DEPARTMENT.
Class 1. Addison Kennedy, 439 Grand st
1. Gustave Starke, 265 Broome st
2. Alvin Bowman, 67 Attorney st
3. Eva Stahl, 47 Attorney st
4. Henry Brock, 226 Henry st
5. Michael Moran, 160 Broome st
6. Katie Cleve, 253 Delancey st
7. Elizabeth McKurvey, 56 Canal st
8. Albert Drake, 56 Sheriff st
9. Berthold Sommer, 19 Rutgers st
10. Emma Talbot, 151 Suffolk st
11. Alice Turner, 81 Cannon st
12. Charles Grice, 95 Attorney st
13. Thomas Ellis, 45 Broome st
14. Katy Hillenbrandt, 27 Sheriff st
15. Katy Wallace, 61 Willett st
16. Edward Curran, 24 W 41st st
17. Otto Derman, 33 74th st
18. Fredericka Braunst, 240 Livingston st
19. Alice O'Brien, 31 Columbia st
20. Albert Marlow, 349 Delancey st
21. Julius Precht, 15 Ridge st
22. John Alexander, 26 Livingston st
23. Emma Pilson, 5 Sheriff st

GRAMMAR SCHOOL No. 26.
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3. William J. Wiederman, 454 E 10th st
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SPECIAL NOTICES.

New School Books, Just Published.

Swinton's Word Analysis.

A Word Analysis of English derivative words, with practical exercises in spelling, analyzing, defining, synonyms, and the use of words. By Wm. Swinton, A. B., Professor of the English Language, University of California, and author of "Condensed History of United States," &c. 128 pages. Price for examination, 25 cents.

The prominent points of this book are:
1. The clear and simple method of word analysis and definition.
2. The practical exercises in spelling, defining and the use of words in actual composition.
3. The adaptation of the manual, by its progressive character to the needs of the several grades of public and private schools.

Cathcart's Youth's Speaker.

Selections in prose, poetry and dialogue, suited to the capacities of youth and intended for the exhibition day requirements of common schools and academies with many new and original pieces. By GEORGE R. CATHCART, A. M. 126 pages; Cloth. Price for examination, 25 cents.

The prominent points of this book are:
1. The selections are suitable to the exhibition day requirements of common schools and academies.
2. They are adapted to the understanding of the younger pupils.
3. As far as practicable, only pieces that are fresh or that have not heretofore been used in a book of this kind are presented.

Robinson's Examples.

Arithmetical Examples, Mental and Written; with numerous tables of money, weights, measures, etc., designed for review and test exercises. By H. W. PIERCE, A. M. Cloth; 222 pages. Price for examination, 25 cents.

This work covers the whole ground of arithmetic and can be used in connection with any series or other text-book on the subject.
Single copies of any of the above, if required for examination with a view of introduction, will be forwarded by mail on receipt of appended price.

PUBLISHED BY
IVISON, BLAKEMAN, TAYLOR & CO.,
Nos. 126 and 140 Grand street, New York.
No. 272 West Randolph street, Chicago.

New York State Teachers' Association.

The Twenty-Seventh Annual Meeting of the New York State Teachers' Association will be held at Saratoga Springs July 23, 24 and 25, 1872.

JAMES CRUICKSHANK,
Corresponding Secretary.

Brooklyn, 1872.

The Graduates of the Normal College.

of the City of New York, are hereby notified to attend a meeting to be held in the College Building, Wednesday, April 24, at 4 p. m.

A Special Business Meeting of the Public School Teachers' Association.

will be held in Grammar School 47, in Twelfth street, near Broadway, on Tuesday next, April 2, at 4 p. m. A large attendance is desired, as the question will be upon the adoption of the new Constitution.

FRANCIS J. HAGGERTY, Pres.

G. B. HENDRICKSON, Sec.

The Great Geneva Watch Company.

having completely triumphed over its enemies, signified the opening of the week by offering a large stock of diamonds for sale at the store 763 Broadway, on Monday. These gems are in all respects of the finest quality, and the managers guarantee them to be equal to any sold by New York jewelers. That cash may be realized at once, they are offered at a figure far below the usual wholesale price. Great numbers of the Geneva watches are still being sold, and the stock is nearly exhausted. Those who would buy a gold watch for \$15, or a silver one for \$4.50 upwards, will do well to visit 763 Broadway at once.

S. S. Packard, at his Business College.

805 Broadway, qualifies young men for first-class positions by imparting a sound business education. The rooms are the most elegant, spacious and airy of any apartments in the city, and all the classes are under the care of thorough teachers. Call and see for yourself or send for circular.

Post Office Notice.—The Mails for Europe.

during the week ending Saturday, April 6, 1872, will close at this office on Wednesday at 11 1/2 a. m., on Thursday at 11 a. m., and on Saturday at 11 a. m.

P. H. JONES, Postmaster.

AN ANCIENT ADVERTISEMENT.—Read the following as a specimen of an educated schoolmaster in ancient times:

Roger Giles, Surjoun, Parish Clark, 22d Skulmaster, Reforms Ladys and gentlemen that he draws teeth without waiting a moment, blisters on the lowest terms, and viziks vör a penny a pence. He zells God-father's Cordel, kuts korns, and undertakes to keep everybody's nuyles by the year or so on. Young Ladys and gentlemen Larned these grammar Language in the Purliest manner, also gusk kank taken off their morals and spellin also Larn Zing-teeching the base vial and all sorts of phancy Work. Queer drills, pokers, Weasils, and all other contrary dances tort at home and agroad at perfeks pun. Perfumery and snuff in all its Branches, as times be cruel bad. He begs to tell that he is just begun to sell all sorts of stushary wares, Kox, Hens' foles, chux, Poltry, Blaking beets herrings and coles Skruppin brushes, trekel, Godly books and Bibles, Gimlets mice traps, Brick Dust and Wisker Seed and all sorts of sweet meats including 1.sters, assagons and other garden stuff, also purute, hats Zongshoye, lottery packets and other eatables, Korns and lumpy zerve and all hardwares. He also performs tiebottomory on the shortest notice; and furthermore in partikular he has Laid in a large assortment of trype, dogs meet lollipops and other pickels—at Hopsorn Zettles, hoysters, Wunzer Zonp, &c., old rags tort and Sold here and nowhereels, new laid eggs every day by me Roger Giles.

Singin birds kept, such as howls, gukes, pakox, Lobsters and Gritles.

P. S. Litchies jeggrophy Rumaticks and them outlandish things.

The New York Silicate Book Slate Company.

corner of Fulton and Church streets, have issued a great variety of their beautiful silicate slates, plain covers and ornamental, plain slate and ruled; of the most superior quality. They are light, compact and the most convenient books for memoranda that could be desired.

New York School Journal.

Office, 119 Nassau Street.

SUBSCRIPTION, \$2 50 per year, in advance.

GEORGE H. STOUT, Proprietors and
JOHN D. COUGHLIN, Editors.

NEW YORK, MARCH 30, 1872.

For \$3.50 a year paid at this office the JOURNAL will be left at Subscribers' residences early every Saturday morning, or it may be bought for five cents per copy at any of the News Stands.

GRAMMING.

On the subject of gramming, the *Cornell Era* has these sensible words to say: "Gramming, as well as hazing and some other college customs, ought soon to be numbered among the things that were."

Any person attempting to accomplish in three weeks an amount of brain work considered by competent judges to be sufficient for three months, does it at the risk of permanent personal injury. The universal, natural law, requiring labor to be regularly followed by rest, cannot with impunity be ignored. He who, for the sake of gramming, abuses his eyes by the midnight lamp, deprives himself of necessary rest and neglects that requisite to health, the taking of exercise in the open air, commits a crime against nature for which, sooner or later, he must pay the penalty. A strong constitution may not at once succumb to the pressure, and by means of abundant rest immediately after the gramming period, may apparently escape injury, yet the seeds of disease may have been unconsciously but surely sown, to bear their pernicious fruits in after years.

"Neither the desire of developing the mind, nor the love of knowledge for its own sake, incites the grammer to study. The desire to retain for a short time sufficient knowledge of the subject to enable him to pass the examination, is the chief motive, and too often the only one. He does not go beneath the surface, for superficial knowledge will perhaps answer his purpose, pass him. But a superficial study of one subject is apt to lead to a like study of other subjects, and thus there is a strong tendency to the formation of a settled dislike for all earnest, thorough intellectual work."

OBITUARY.

The death of Jacob T. Bergen deserves a passing notice in the JOURNAL. Mr. B. was for many years a special teacher in Ward School No. 44. Owing to the infirmities of age and disease he felt called upon to resign his position January 1, 1872. Since that time he has gradually failed in health, till an attack of apoplexy terminated his life on Tuesday, March 19. The earnest faithfulness with which he discharged his duties, his kindness of manner, and his readiness to assist every one when in trouble, greatly endeared him to all. The teachers and scholars of No. 44 feel that they have lost a devoted teacher and a kind friend.

RULES FOR CONTRIBUTORS.

One of our college exchanges publishes for the information of its numerous contributors a series of rules, which we copy and commend to all young writers who are anxious for newspaper notoriety:
1. Write in a plain and distinct hand; save your flourishes for occasions when your manuscript will be exhibited, for they cannot be transferred to the printed sheet. Don't run your words together, for it makes the printer spell them out. Let every word be distinct.
2. Consult your dictionaries and be sure that you spell every word correctly. It does not look well to see proper spelled with three p's, nor Alma Mater converted into a ludicrous *Matter* by the addition of an extra t. The printer will not change it for you, and the proof-readers do not always notice mistakes of this kind.
3. Be careful to punctuate correctly. Do not group a number of punctuation marks at the bottom of your manuscript with a foot-note, addressed to the printer, asking him to distribute them, for printers don't know how.
4. Study carefully your construction. The critics say they would rather select their own subjects, and write new essays, than to re-write articles in which the grammar and rhetoric are bad, especially if it be poetry that they have to correct.
5. Let the length of your articles be proportioned to the importance of the subject matter. Do not write eight or ten pages of foolscap upon the subject of "happiness," or "spring." These are not living issues now. Especially on witlisms, remember that "Brevity is the soul of wit." Don't take up a column to tell a joke in poetry that could be better told in three lines of prose. The readers forget the

joke before they get through with the reading of it.

6. Write upon one side only of your sheet. It makes the printer mad to receive manuscript written on both sides, especially if he desires to put two hands at work upon the same article. Don't forget this, and you will save the utterance of many a left-handed blessing upon your head.

7. To young writers especially. Don't underscore so many words. Too much italicizing will destroy the force of italics altogether. Besides it makes trouble and extra work for the printer. The compositor loses time on every word of italic he has to set. Italicise all Latin quotations and words that are very emphatic.

8. If you think of any other good rule to be observed, just observe it, and you will receive the thanks of the whole editorial corps, and of the printers thrown in.

SCHOLARS' COMPOSITIONS.

Among the many specimens of compositions daily received at this office, there are frequently to be found unique and original ideas. Below are given two extracts:

"I want to be a missionary. I want to teach the Hottentots how to crochet, write compositions and keep a journal."
"A proverb says 'Honesty is the best policy.' But I think a person who is honest only from policy cannot be called a real honest person."

"An honest person will be so, even if it is against all his interests. I am too young to have much experience in that matter myself, but I often hear that honest people are not too plentiful, and that many rogues walk in sheep's skin."

"My father once related to me a story of a great robber in Germany, called the 'Black Peter,' who always called himself 'Peter the Honest.' He was finally executed."

"I expect there are a great many 'Black Peters' everywhere, who call themselves 'Peter the Honest,' but they do not always receive what they deserve."

DURING the Grand Duke Alexis' walks through the Bridgeport cartridge factory, during his visit here, he pointed to several workmen and inquired of Governor Jewell, "Are these men what you call the common people?" The Governor replied that they were a fair specimen of the working classes in this country. "But do you mean to say that these get into official position?" further asked the imperial son. "Perhaps not any of these men," rejoined Governor Jewell; "but men of their class do; they are educated men, most of them—that is, they can all probably read and write, and most of them take and read the newspapers." "Do you know of any cases where such men have actually been elected to office?" again queried the curious Alexis. "Oh, certainly," the Governor said; "I myself worked in the shop as a tanner till I was twenty years of age," and the announcement seemed to puzzle the Duke a good deal. Here was the Governor of a State, as well dressed and as well appearing as himself, who had actually worked in a shop, and this man was welcomed in behalf of a hundred thousand voters; it was more of an enigma than the young man had ciphered on previously; but as he goes through the country, he will ascertain, upon inquiring, that very many of the public men here have come direct from the workshop. In Massachusetts, where he is now visiting, Governor Claflin was a shoemaker, Senator Wilson a cabinet-maker, and General Banks was a machinist.

Old teachers, says the Pennsylvania *Educator*, should be paid in accordance with the time they have been in the service, and the satisfaction rendered by their services, as well as their literary and professional qualifications. Hitherto those who have been veterans in the service have been, in the matter of salary, placed on a level with the mere tyro. This is a great wrong, discouraging to our teachers who have been tried and true, and is annually driving from the city a number of our best and most successful teachers. One of our teachers remarked to us, but lately, that even a bar-tender, who is an expert in pleasing and attracting customers, commands a much better salary than a beginner, and is appreciated according to the experience he has had.

EDUCATION, to accomplish the ends of good government, should be universally diffused. Open the doors of the school-house to all the children in the land. Let no man have the excuse of poverty for not educating his offspring. Place the means of education within his reach, and if he remains in ignorance, be it his own reproach.

The increase of teachers' salaries is to take effect on and after the 1st of May next.

Fox Populi.

SOMETHING ABOUT SALARIES.

MR. EDITOR: In an old book not unknown to your readers there is this saying: "The kingdom of Heaven suffereth violence and the violent take it by force." I do not know that I am over full of the spirit of the good book, but I cannot get the above passage out of my mind. I can trace this odd circumstance only to the following facts: To a poor pedagogue still in the body, "the kingdom of Heaven" is the city treasury. The "big pipe men" or the little pipe men come in full force and knock with thundering raps, and Brother Green says, "In a minute, g-n-tlemen," and he keeps his word. To a creditor who taps mildly and asks that his "little bill" be paid, there comes, perhaps, the modest proposal that as half of it has been paid the other half (for December, 1871,) might be "thrown in and call it square." Again of a sudden one class of teachers find they are underpaid. They make a stir about it and the Board of Education says to them at once, "My dear sir, your request is reasonable," and forthwith—per cent. is added to their hire—nothing said, however, about another set of dears who are perhaps quite as badly off. Another class of teachers suddenly find they are underpaid and they call quietly, but loud; the honorable Board says, "Please accept \$3,000 as a slight acknowledgment of your arduous services." (I wonder if there is anything at so high a premium as downright importunity.)

Now, Mr. Editor, I hope I am not getting out of my sphere in suggesting that such a mode of fixing teachers' salaries is based—well—not upon equity but upon something else. If teachers are already paid enough they have no more right by a rise to slich the people's money than Brother Tweed has. If they are underpaid, then the Board has no right to withhold what is the teachers' due.

Not having laid up much "treasure on earth" John has been obliged "to go a shopping"—some. As a result of his experience in what political economists call *exchange*, he finds there are two distinct classes of traders: those who have one price for all, and those who have all prices for one; said prices quoted high to Honestus Woodman and coming down like magic to Messrs. Dicker, Brass & Bounce. John has at last come to the conclusion that if he wants to save his money, his manhood and his respect for his fellow-man, he had better give up "shopping" and go direct to a one-price establishment. John, moreover, earnestly recommends a one-price establishment to the very honorable Board of Education, supposed to be composed of gentlemen whose intelligence is exceeded only by their great moral worth; and in the slightly altered language of D. Webster, the man who flew the American eagle, he closes with this touching sentiment: Justice and teachers' salaries, now and forever, one and inseparable.

JOHN W. SAXON.

News from the Schools.

TEACHERS' ASSOCIATION.—The March reception of this association, held at the Cooper Institute on the 25th inst., was a brilliant success. The large hall was completely filled with an intelligent, finely dressed and appreciative audience. President Haggerty opened the meeting with appropriate remarks, stating that the success of the association had surprised its most sanguine friends, and as a proof that it was fast becoming one of the largest and most influential organizations in the city, he referred to the splendid audience before him. On the platform were seated the Hon. Bernard Smyth, President of the Board of Education; the Hon. Lawrence D. Kiernan, President Hunter, of the Normal College, Ex-Com. Allen, Commissioners Wood, Van Vorst and Lewis; Inspectors Woods and Kelly; Superintendents Jones and Calkins; Principals Hazeltine, Sweeney and Smeaton, with many other eminent teachers and illustrious friends of popular education. For some unexplained reason Mr. Jerome Hopkins did not appear, but his place was ably supplied by the accomplished artist Mr. E. A. Her. Miss Mary A. Simms, Vice President of the Association and principal of one of the largest schools in the city, is an exquisite vocalist, and her singing was received with great delight, as it always is. She was the recipient of warm applause and a very handsome bouquet.

Prof. Eben, leader Seventy-first Regiment Band, and Mr. Wm. M. Baker, amateur, favored the audience with a "Duet for two Flutes," which, as a successful rendering of difficult music, was highly appreciated and warmly applauded. The reading of "The Bella," by Prof. Chas. Roberts, Jr., was a masterpiece, and was enthusiastically encored, as it deserved to be. Prof. Roberts has a magnificent voice, fine conception, excellent taste, and intense dramatic fire. As an elocutionist, we opine, he is hard to beat. His *Pyramus* and *Thisbe* was as delicate as it was delightful, and flooded the audience with mirthfulness. We predict for him a brilliant future. Prof. Scott's address was, of course, the great feature of the occasion.

Mr. Scott is a good speaker, and his address, original, sensible, practical, held the audience to the end. It was full of sympathy for teachers, and might have been denominated a demonstration of the dignity of their profession. Its keen satire, its sparkling wit and its occasional bursts of eloquence were duly appreciated and greeted with frequent and earnest applause. We cannot do justice to it in a brief report; but hope to have a copy of it

at no distant day for publication. One thing is certain, such a man as David B. Scott, with his tall, commanding figure, magnetic voice and acute, dynamical intellect, would have distinguished himself in any profession. The whole affair was a success, and would have done honor to any association. Secretary Hendrickson, Editor McMullen, Mr. Duffy and the indefatigable Geo. M. Mitchell were unremitting in their attention to the comfort of artists, reporters and guests. This society already numbers several hundred, and is fast increasing. Its next meeting will be one of the most attractive of the series.

Mr. S. S. Nash, a teacher in Grammar School No. 40, Twenty-third street, between Second and Third avenues, not content with imparting knowledge to his pupils, now seeks to benefit them in another substantial way. He has organized a society in his class, which requires that all boys wishing to become members must pledge themselves to abstain from the use of all intoxicating liquors and tobacco. As a reward for their becoming members a medal with a suitable inscription is presented to them. This medal will also denote their membership. Over thirty have already joined the society.

THE EVENING HIGH SCHOOL of which Mr. John Jasper, Jr., is Principal will hold its closing exercises at Steinway Hall on Tuesday evening, April 2, at 8 o'clock.

Under a provision of the By-laws of the Department of Public Instruction of this city, all the public schools in this city were closed yesterday, it being Good Friday.

One of the oldest schools in the city was founded in 1709 by Alexander Robertson "for the education of children of the Scottish Presbyterian denomination." The present building, in West Fifteenth street, was erected in 1837, but looks much more ancient.

COLLEGE NOTES.

Phrenocosmia has elected the following officers for the anniversary term: President, A. H. Stoiber, '72; Vice-President, O. Birnbaum, '72; Recording Secretary, H. Man, '74; Corresponding Secretary, R. H. Lynde, '74; Treasurer, R. L. Sweeney, '74; Editor, F. A. Lyons, '73; Librarian, J. Oppenheimer, '73; Cabinet: H. Leipziger, '73, and H. Miller, '73. For its anniversary it has elected the following speakers: '72, S. Banks, H. Van Kleek, O. Birnbaum, '73, F. A. Lyons, H. M. Leipziger, E. M. Wray, H. N. Tift, O. W. Fisher, '74, R. L. Sweeney. Friday, April 5, 7:30 p. m. Cloniam Room 21, College Building. Reading: Witherstone, '75; Declaration, Demarest, '74; Essay, Christy, '73. "Has science had a better influence upon civilization than literature?" Affirmative—Greenbaum, '73; Bonnell, '74. Negative—Putzel, '72; Fromme, '74. Phrenocosmia—Room 12, College Building. Reading, Livingston, '74; Declaration, Lynde, '74; Essay, Fisher, '73. "Are Liberal Principles Strengthening to a State?" Affirmative—Tift, '73; Leipziger, '73. Negative—Lyons, '73; Wray, '73.

The Library.

BIBLE LORE. By Rev. J. Cowper Gray. Dodd & Mead, New York.

Looked at in whatsoever light it may be, there is no book which contains within itself so many and so various attractions as the Bible—the Book, as it has been named by those who take from it their religious tenets. Containing at the same time the history of one of the most remarkable races of men the world has ever seen, the most sublime prophecies ever uttered, the profoundest philosophy and poetry which has never been excelled, it has abundant claims to recognition for its literary value, aside from the respect and reverence due to it as the Word of God, and as the source of all our knowledge of the Saviour and of that wonderful religion which seems destined to drive all others from the face of the earth. Looked at from whichever of these points it may be, the Bible is worthy the most careful study, and no system of education can be considered complete which leaves its subject in ignorance of the book. The most confirmed skeptic, the devoted Jew no less than the faithful Christian, needs to know what the volume contains, if not for its religious importance, then for its literary and historical merit. If the day ever existed when ignorance of the Bible was creditable it has certainly passed, and he who is not now familiar with at least its leading features has small claim to be considered an educated man.

For these reasons every book which tends to throw light on the history of the Bible, or upon the many obscure passages which it certainly contains, is welcome to a large circle of readers, particularly if it be of such size and cost as put it within the reach of the multitude. Of bulky and expensive commentaries there is no lack, and Brown and Cruden have left little to be done in the way of concordances, but it has not been, heretofore, so easy to find, in a portable shape and for a moderate price, precisely the information which every Bible student wants and for which he has neither time, patience nor opportunity to search through the large commentaries and Bible histories.

For these reasons all students of the Scriptures, and especially all those who are called upon to teach them in the Sunday-schools or elsewhere, will have cause

without the slightest pain.

IF WE KNEW!

"If we knew the baby fingers
Pressed against the window pane
Would be cold and stiff to-morrow—
Never trouble us again—
Would the bright eyes of our darling
Catch the frown upon our brow?
Would the print of rosy fingers
Vex us then as they do now?"

"Ah! those little, ice-cold fingers,
How they point our memories back
To the happy words and actions
Strewn along our backward track!
How those little hands remind us,
As in snowy grace they lie,
Not to scatter thorns—but roses—
For our reaping by and by!"

"Strange we never prize the music
Fill the sweet voiced bird has flown!
Strange that we should slight the violets
Till the lovely flowers are gone!
Strange that summer skies and sunshine
Never seemed so half so fair
As when winter's snowy plinkings
Shake the white down in the air!"

"Lips from which the seal of silence
None but God can roll away,
Never blossomed in such beauty
As adorns the mouth to-day;
And sweet words that freight our memory
With their beautiful perfume,
Come to us in sweeter accents
Through the portals of the tomb!"

"Let us gather up the sunbeams
Lying all around our path;
Let us keep the weed and roses—
Casting out the thorns and chaff;
Let us find our sweetest comfort
In the blessings of to-day—
With a patient hand removing
All the briars from our way."

SCHOOL GIRLS AND CONFECTIONERY.

BY A TEACHER.

Dr. Hall, the Health Apostle, seems to have written upon every subject under the sun pertaining to physical well-being, but if he has written a book upon "School-girls and Confectionery," I grieve to say that I have not seen it. Oh, that mine eyes might be gladdened by the sight of it! that the rulers of the land, in Congress assembled, might be induced to pass a law requiring its immediate introduction into every young ladies' school in our country, under the penalty of the speedy breaking-up of the same! that blind parents might be compelled to commit the whole book to memory, including statistics, and be forced to meditate upon it rising up or sitting down, when they go out and when they come in. Hear my story, and judge if I have not right and reason upon my side.

I am a teacher in a young ladies' school. Our pupils are mostly from families of some wealth. I am not going to glorify our institution because it is *ours*, but as I occupy a subordinate position, and have nothing to do with the management, I suppose I can say what I think of it. In theory I am with Dr. Hall upon the boarding-school question. I feel quite sure that there will be no boarding-schools in operation in the Millennium. When mothers are wise and do virtuously toward their daughters, then shall they be loth to send them out from under their protecting influence. But here, I know, from personal observation in some cases, from general knowledge in others, that a proportion of the young ladies receive more careful training, mental, moral and religious, than they would at their own homes; that a wise and protecting love here throws its arms about them, and that, in a majority of cases, they go out from us better furnished, not alone as regards the head, but the heart as well, to take up the duties of womanhood.

But here is our great hindrance. "My daughter is delicate," is the burden of the song, with variations indeed, that greets us from year to year in the case of new students. Headache, impaired digestion, general weakness, are the foes against which we have to contend. O yes, and weak eyes—brought on by overmuch study perhaps! Who would believe that these anxious, loving parents, who appear before us with hearts so bound up, apparently, in their delicate daughters, could be contentedly contributing to this very end? Yet, it is so! It is fashionable to speak of the poor fare provided for boarding-school misses. Our school is one exception to the general rule—if it be a rule, which my experience both as a pupil and teacher, will not allow me to believe. An abundance of excellent food, well cooked, is furnished; and I have yet to learn of a single complaint on that score, from a pupil. But the good preceptress, tired of administering to sick girls, perhaps, prohibits the buying of confectionery, and the oppressed creatures, unable to endure life under such conditions, represent the case to judicious parents, who forthwith prepare "boxes," containing days of headache and general inability for school-work, in the shape of rich cakes, candies and the like, and send them on—then lay the flattering unction to their souls that they love their children, and go to rest, I fear, with a clear conscience.

The box comes to hand. The ignorant little victim, in the kindness of her heart, makes a grand feast to which she invites her "particular friends," and for many days thereafter applications for excuse from school-duties are not few or far between. What is to become of our girls? I know the question is not a strikingly new one, but I wish it might be kept before the people. In our large family I can count upon my fingers all who have a fund of physical health which promises anything like comfort or usefulness in the future. Weak backs, dizzy, aching heads, shortness of breath, are so common as not to excite remark. I do not lay it to confectionery alone, but I do know, that injudicious and indiscriminate eating has much to do with it. One of our number, a hearty, healthy and happy young girl

when kindly "let alone," had to be removed from school a short time since, and placed permanently under a physician's care, because, forsooth, her parents, fearing that she might become sick, perhaps, sent her a box every now and then, containing fruit, nuts, candies, pickles, and other wholesome articles of food, supposed to be peculiarly appropriate for a young person whose manner of life was necessarily somewhat sedentary. Of course her stomach became deranged, and as the good people at home would not leave a long-extended intermission between the boxes for nature to have a chance to recover herself, there was nothing in order but a surrender.

Is it not a sin and a shame for human beings, possessed of intelligence and even acuteness in other matters, to be so blindly ignorant in this respect? How can a mother love her children, and yet put into their hands weapons of destruction? It is not that these victims of misplaced kindness will at once lie down and die from the effects of indulgence, but what they will do, is to overload the stomach with rich cake and pickles, go about with a paper of sweets in the pocket, and complain of headache, and being "so tired!" Of course they are tired, and sick into the bargain, every few days. Nature will do her part, but she is an over-taxed mother, and what with the heedlessness of youth and the weakness of maturity, she often has more than she can manage. Now, I suppose there will be some one ready to say, "Why don't you teach your pupils better in your model school? If any one does say that, it only shows how little they know of human nature. Put those things before a girl, and how many will have the courage to resist, though distinctly warned of the consequences by the best and most beloved of teachers." "Miss—" said one of our girls to me, "I think we might just as well be allowed to buy candies here, for when we go home we eat so much that we make ourselves sick." There is the whole story. What they are permitted to do at home they will be very likely to continue away from home if they can get the chance. I am sad when I see the pale, delicate girls of our day. I think improper dressing, tight-lacing and all that, hasn't half so much to do with this state of things as the exactions that are made upon the stomach. I am dismayed to see how the evil increases. Ten years ago, when I was in a boarding-school, an unhealthy girl was the exception, not the rule. To-day the case is reversed. I know how delicious the bonbons are, but dear girls, a good healthy circulation and digestion are a thousand times better. There is no comparison to be made between the enjoyment to be got out of a "splendid box of candy," and a healthy stomach in good working order.

This question has its moral as well as its practical side. Let me just indicate it and "leave the subject with you," as our minister says:

If God made our bodies, he made them right; if he made them right, and then gave them to us, he evidently expects us to keep them right. If they are not right something is the matter. If we disobey, or allow our children to disobey, the laws of nature, we see at once what the difficulty is. Ought we not to look into these things—for ourselves first, and then for those under our care?

THE TEACHER.

The days have forever gone by, we trust, at least in this country, when the teacher was usually a man who took up that profession because he had failed in everything else, and who, by one of those popular paradoxes which are so common that they excite no surprise, having not himself succeeded in life, was thought well qualified to build the foundation of success in others, and having visibly and signally failed to find the right path himself, was esteemed a sufficient and sure guide for all travelers that came after. This type of teacher is now, it is to be hoped, extinct, or only lingering out an obsolete existence in some obscure corner in the hopelessly rural districts; and even the tradition of him is happily passing away. But there still lingers in men's minds a belief, not altogether unfounded, that the teacher or the school-master is an exceptional type of human character, if not an eccentric variety of the human species. He is regarded as a member of a kind of priesthood, bound by consecrated tradition to an unalterable ritual; a sort of Wandering Jew among the professors of learning, whose garments, ever threadbare, never wear quite out and are never renewed, and who still bears in his antiquated purse the slender store of pence, neither diminished nor increased, that he has borne for scores of generations.

Clearly—so clearly that we need not pause to make the point good—if any man should well understand the spirit of the age he lives in, as well as the accumulated knowledge of that age; if any man should be familiar with men, as well as with the works of men, and able to give intelligent counsel and help on their subjects than leaped from text-books, the teacher should be that man; and if he is this, he is entitled to take a high place among those who are honored by society as its leaders and benefactors.

Why, then, has this not been the case? Chiefly, we imagine, for the reason that men failed to perceive that teaching, even the most elementary, was an art, and like all other arts, only to be mastered by special study and lessons drawn from the experience of others. The general public seem to have opined of teaching, as Dogberry did of reading, that it "comes by nature," or been willing that each teacher should be his own guide and pioneer, and learn his business—if he ever learned it—

by an exhaustive course of experiments upon their unfortunate offspring. The result of all which was, too often, that unless the teacher was a native genius—and there are such—by the time he had thoroughly mastered his art, he was too old and no longer fit to exercise it, so that the painful and melancholy task had all to be done again by his younger successor.

What does this point to? Plainly to the fact that teaching, like any other art, must be taught and can be acquired. And while, as we said before, there are men with a genius for teaching, who will find, as it were by intuition, ways of imparting knowledge and stimulating intellectual activity, still, here as elsewhere, "genius is the exception and mediocrity the rule." It is for mediocrity—and consequently for the vast majority of those whom circumstances or choice determine to the teacher's calling—that rules, guidance, training, the treasured experience of others, and preliminary practice of their own are necessary.—*University Monthly.*

THE QUEEN'S ENGLISH.

PROF. J. R. BOISE, IN "ILLINOIS TEACHER."

An American cannot be long in English society without receiving, in some form or other, and to his great astonishment, the hint that he does not speak English. As a counterpart to this, I have heard intelligent and educated Americans say that we, in this country, speak the language more correctly than they do in England. For my part, I am willing to let John Bull and Brother Jonathan each entertain his present comfortable opinion of himself; although I cannot fully agree with either of them.

Without discussing the question whether we talk English, or American, or Yankee, or Choctaw, or some unnamed language, I am already convinced, when I am in London, that we do not, at all events, talk Cockney; and that not many of us would wish to do it, if we could.

To an educated American, the language of London—which is now the fashionable language of all England—is a curious and interesting study. First of all, the very tones of a sentence, in its utterance, are peculiar. If an Englishman (especially a Cockney) and an American were conversing in an adjoining room, where I heard only the tones without distinguishing the words, the difference in the mere sounds would be as great to my ear as that between "God save the Queen" and "Yankee Doodle." No other nation intones in anything like the same way as the English. The German has his peculiar inflections of voice, the Frenchman has his, and the American his. Most widely removed from all this is the Englishman's. The English conversational tone is in general much slower and more deliberate than the American. The English tone, to an American ear, especially when carried to the excess of a thoroughbred Cockney, sounds drawing, sing-song, obsequious, the American, to an English ear, especially when spoken by "Shoddy-on-his-travels," sounds quick, flat, nasal, pert, irreverent, vulgar. Hence, the two have a natural and hearty dislike of each other's ways. For my own part, being something of a cosmopolitan, I dislike both about equally. In other words, I think every scholar, every man who aims at anything like culture, will avoid the extremes of either nationality.

But it is not in the tones alone that the Englishman and the American differ. In the pronunciation of many words the two are wider apart than Americans generally have any idea of. I will mention a few instances which I jotted down in my notebook while abroad. In both houses of Parliament, I heard schedule invariably pronounced *shedule* (u as in tune, without the sound of y before it); in the same way, schism is often pronounced *shism*. The common word revenue was pronounced *re-ve-nue*; income, *in-kum*; sister, *si-sister*. The words cheer, year, bear, and others like them, have a very peculiar sound: cher, yer, her, with the final r scarcely audible. The old verse, "He that hath ears to hear, let him hear," becomes in the genuine Cockney dialect (of course leaving off the h), "e that ath a-shs to a-h, let a-h I do not think this exaggerates the peculiarity. In fact, I was often, very often, unable to understand the most common words and phrases. The omission of the letter r, noticeable in some parts of this country, is still more observable in England: war is wah (as in law), far is fah, etc., etc. The Marquis of R— spoke "in faugh" (favor) of a certain "Jettah" (letter); but there were certain points which he proposed to "pass ova" (over).

Again, many words are in common use to which we are strangers; as tramway, for street-railway, or horse-railway; fletcher, for butcher, is common in Scotland, although I did not observe it in England. Everywhere in London one sees silk mercer, linen draper, woolen draper; and the woolen draper sells trousers or trowsers; he doesn't know anything about "pants." Green grocer is a very convenient word, for which we have no substitute, to denote one who sells fresh vegetables and fruits. "Furniture moved and warehoused" is a common sign. *Coker nut* candy was advertised by confectioners near my lodgings both in London and in Oxford; but the schoolmaster didn't live just there.

In the use of words familiar to us, I noticed some peculiarities which at least are not so common with us. I heard "very pleased" constantly from the lips of educated people. "Yes," pronounced in a twinkling, without any addition of sir or ma'am, is heard from all classes and all ages. Anxious, painstaking papa

and mamma, make a note of it: your unmannerly children, who always forget to put on the sir, or the ma'am, are in the very latest London fashion. If you have spoken to any one, and he fails to understand, wishing you to repeat, he will not say "What?" or "How?" or "I didn't understand," but, "I beg your pardon!" uttered with rising inflection and lightning rapidity. I must confess, I became quite partial to this form of expression. If you have done any one a favor, he doesn't say "I thank you, sir," or "I thank you," but simply, "thanks!" The unmeaning, or often false, expression, "you know" reaches its greatest absurdity in London. A public speaker, to whom I listened, used the word "directly" in the sense of "as soon as." E.g., "Directly I heard he was ill, I went to see him." The word "without" in the sense of "unless" is also heard. "Without you do this, I shall be very displeased."

The habit of repeating an initial syllable an indefinite number of times, almost like a stammer, and also of putting in after a word the sound *ah*, is fearfully fashionable and disgusting. E.g., "I wish to-t-t-t-t," etc., repeated a dozen times, with great rapidity, not by those who stammer, but as a mere fashion, or affectation. "The ah," "when-ah," and "ah-ah-ah-ah," the other-ah-ah-ah noble lords," are taken from the lips of the Lord Chancellor, Lord Hathaway (George Pagewood).

Examples like the above might be multiplied indefinitely; but perhaps I have already said more than enough. I have no wish to "pay off" the English for the fun they have made of us; still less to caricature them, although the task would not be difficult. Nor do I think Uncle John would like his portrait, painted by a Yankee, any better than Brother Jonathan has fancied his, as it has often been painted by Cockneys. The externals of which I have spoken are disagreeable—some of them at least—but they are only externals. Beneath them, the warm and true English heart beats responsive to ours. We are in fact one nation, one people; with one language, one literature, one history; having one rich inheritance of freedom—the richest on earth—transmitted to us through many agonizing struggles for civil and religious liberty. I truly love England; I love her people. Above all, I love that Christian doctrine, which I hear preached in England with the same fervor and plainness and affection as in my own country; and which, more than everything else, binds us together in unfeigned sympathy.

EXTRACTS FROM AN EVERY-DAY BOOK.

I. Men, hard to persuade, when won to a cause, support it most zealously; they are like anthracite coal, which ignites with difficulty, but when once got to burning makes the hottest of fires.

II. The eagle supports himself in the lower atmosphere far more easily for having flown to the rare, sunward regions far above the surface of the earth; so the plain of common morality is kept without difficulty by those who are accustomed to ascend to the serene height of religion.

III. In burning delicate china ware, the utmost care is taken to regulate the temperature of the oven, as too much or too little heat ruins the ware. A like circumspection ought to be used in the disciplining of sensitive children, little girls in particular, since too much or too little severity may injure them.

IV. Repression is sometimes better than robust expansion, and produces nobler results. A rose is but a crowded cluster of repressed common leaves.

V. Culture may produce new and good qualities at the expense of others that are desirable. Wild fruits lose an exquisite flavor and aroma by the means that cause them to become large and fine-looking.

VI. Bacon says in the third book of the Advancement of Learning, that he is convinced that the opinion that the earth has a diurnal motion, "is most false." He was well convinced of the truth of other facts that modern science has proven false. And yet Bacon was very wise, deeply learned and far in advance of his times in the general correctness of his views. Implicit faith cannot be put in any man.

VII. The ripe novel-reader most enjoys those passages which the green one is likely to omit.

VIII. Thierry calls history, narration; Volney, science of dead facts; M. Guizot, analysis; Michelet, resurrection.

IX. On Mr. H—'s place I saw a vine the aggregate length of which, including all the branches, is five hundred feet. What a growth for a single seed in a single season! But the vine is only a squash plant.

X. Every occupation gives origin to peculiar smiles. A farmer speaking of his neighbor's embarrassed circumstances and inability to extricate himself from surrounding difficulties, compared him to a toad under a harrow.

XI. Intenser heats and more violent storms occur at the tropics than at the equator; so the borders of every contested region are the scene of more severe conflict than the interior.

XII. It would be an interesting study to compare with one another the celebrated "Gentlemen of Fiction" among whom are Roger de Coverley, Sir Charles Grandison, Don Quixote, Colonel Newcome, Mr. Pickwick, Amys Leigh and John Halifax.

XIII. Michelet says "each addition to woman's influence is a step in morality."

XIV. Neither trust implicitly the authority of the learned, nor slight the belief and testimony of the illiterate. The educated often err, the ignorant are sometimes first to discover truth.

XV. "How long should education last? For life. What is the first part of poli-

tics? Education. The second? Education. And the third? Education."—*Michelet.*

XVI. The teacher ought to know not only how to govern his pupils, but also how to induce them to govern themselves. To govern them is a coarse art, to induce them to govern themselves is a fine art.

XVII. In forming certain chemical precipitates care must be taken not to add too much of the reagent, lest the precipitate be redissolved. Some moralizers in school and elsewhere destroy the good effects of brief and judicious counsel by too much talk. The precipitate of contrition and good resolve is destroyed in excess of words.

XVIII. Travelers safely descend the Andes on the backs of mules trained to slide down steep acclivities with great swiftness and security. The rider must hold himself steady, and can neither urge, check nor guide his beast without imminent danger of being dashed to pieces. Political and other organizations, in perilous times, resemble these Andean mules. We had better hold on to them firmly until present danger is past. Violent efforts to reform parties, creeds and social conditions at critical junctures, may result in total destruction of ourselves and the organization we wish to improve. It is safest to let the mule slide in his accustomed way until safe ground is reached; then he may be taught new paces.

XIX. "Solitude either develops the mental powers, or renders men dull and vicious."—*National Teacher.*

TEACHERS SHOULD IMPROVE.

There are two classes of people in the world—those who make progress and those who stand still. We have all seen the busy clerk, or general servant, or ordinary salesman, and in a few years become a member of the firm; we have seen the hod-carrier become a builder; the type-setter an editor; and so on through all the occupations of men. Many, however, continue through life where they began, making no progress in their work, doing it no better the last year of their lives than the first of their occupation. The difference between these two classes is chiefly this—the one observes, learns and practices, improves in mind and in judgment, studies men and their operations, things and their relations, if not books; the other does the assigned task without a thought, without a desire to know its relation to other things, and hence does not improve in mind nor advance in work. In fact, the great difference between one person and another is the different degrees of development and growth which they have been and are attaining.

Continued mental progress may be termed health, and an absence of improvement, decline. Now, as the teacher's mental condition is impressed on his pupils, it is not difficult to judge why the pupils of one teacher make more rapid progress than those of another, other things being nearly equal. Conversely, the mental condition of a room of children will generally reveal the *status* of the teacher. This must be evident to all, even to those who visit schools with but little observation. It is true that public opinion sometimes destroys the best work of the teachers of a city or town, but that does not affect the truth of the statement, for by constant improvement in themselves and their work, they may totally change public opinion.

Every teacher has, at some time in his life, felt the exhilaration of mental growth; felt, also, a consciousness of power derived therefrom, which made labor lighter and obstacles smaller, and brought satisfaction to his heart—such and so great is the influence of conscious development. In this condition let him go before his pupils, and they will become inspired by contact with his growing soul, and will work with an enthusiasm and a directness of purpose that are truly surprising. Their lessons become easier to them, difficulties more easily overcome, study becomes a pleasure, and obedience and good order a necessary result of their good feeling. How happy such school-days, and how green their memory!

How different the effect when a teacher who is making no progress appears before his pupils! He finds it difficult to make them study, or learn their lessons, or show animation, or maintain order. They become indifferent, slow, dull, careless, irresponsible. One after another falls behind the class, cases of discipline multiply, and there is no desirable development of the pupils' minds and characters. The atmosphere of the room is stagnant and oppressive, because there is no interchange of mental and moral sympathy, which every child needs in order to engage his energies and secure his support.

There are two pictures can probably be seen in every graded school in the land. We therefore urge all teachers to make it their first and constant duty, not merely aim, to progress daily in mental acquisition, and in those dispositions of mind and heart which lead captive all minds that have even the germ of a desire to improve. Especially would we entreat those who are conscious of not improving, but who, perhaps, think they do their work well enough and earn their money, to earn instead the satisfaction of their consciences and the life-long and happy remembrance of their pupils, by teachings under the conditions above described.

All teachers cannot reach eminence, but all may continually improve and rise in their work, and this should be the earnest desire of every one. We have sometimes thought that if they do not improve, their employers should make that a cause of dismissal, or rather should make continued

improvement to be tested, cannot reachable improvement his work.

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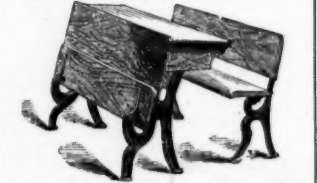
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